DOCUMENT RESUME

ED 342 858 UD 028 564

TITLE	To Examine and Plan for Occupational Requisites and Employment (Project EXPLORE) 1989-90. OREA Final Evaluation Report.
INSTITUTION	New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE	Aug 90
CONTRACT	T003A90129
NOTE	14p.
AVAILABLE FROM	Office of Research, Evaluation, and Assessment, New York City Public Schools, 110 Livingston Street, Room 732, Brooklyn, NY 11201.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Asian Americans; *Career Education; Chinese Americans; Economically Disadvantaged; *English (Second Language); High Schools; *Hispanic Americans; *Immigrants; Korean Americans; *Limited English Speaking; Parent Participation; Program Evaluation; Spanish Speaking; Staff Development; Urban Schools; Vietnamese People
IDENTIFIERS	New York (Queens); New York City Board of Education; Project EXPLORE NY

ABSTRACT

An evaluation was done of New York City Board of Education's Project To Examine and Plan for Occupational Requisites and Employment (Project EXPLORE) for 1989-90. In its first year of funding, the project served 427 students of limited English proficiency and 58 English proficient students at Aviation and Long Island City High Schools in Queens. Project EXPLORE provided English as a Second Language (ESL) instruction, career education, and Spanish Native Language Arts (NLA). The participants were primarily recent immigrants from low-income families, who spoke Spanish, Chinese, Korean, or Vietnamese as their first languages. Using data from pretests, posttests, and school records, the evaluation found that the project was fully implemented and offered instruction in ESL, Spanish NLA, and content area instruction. Project EXPLORE also offered activities for staff development, parental involvement, and cultural enrichment. The project met its objectives in ESL, NLA, career education, attendance, staff development, and parental involvement. Guidance objectives were partially met. Project EXPLORE's strengths included its effectiveness in achieving its instructional objectives and facilitating supportive peer group relationships. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED342858

OREA Report

TO EXAMINE AND PLAN FOR OCCUPATIONAL REQUISITES AND EMPLOYMENT
(PROJECT EXPLORE)
Grant Number: T003A90129

1989-90

FINAL EVALUATION REPORT

UD 025 564

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
R. Tobias
NYC Bd. of Ed.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

NEW YORK CITY BOARD OF EDUCATION

Gwendolyn C. Baker
President

Irene H. Impellizzeri
Vice President

Carol A. Gresser
Westina L. Matthews
Michael J. Petrides
Luis O. Reyes
Ninfa Segarra
Members

Joseph A. Fernandez
Chancellor

DIVISION OF STRATEGIC PLANNING/RESEARCH & DEVELOPMENT

Robin Willner
Executive Director

It is the policy of the New York City Board of Education not to discriminate on the basis of race, color, creed, religion, national origin, age, handicapping condition, marital status, sexual orientation, or sex in its educational programs, activities, and employment policies, as required by law. Any person who believes he or she has been discriminated against should contact his or her Local Equal Opportunity Coordinator. Inquiries regarding compliance with appropriate laws may also be directed to Mercedes A. Nesfield, Director, Office of Equal Opportunity, 110 Livingston Street, Room 601, Brooklyn, New York 11201; or to the Director, Office for Civil Rights, United States Department of Education, 26 Federal Plaza, Room 33-130, New York, New York 10278.

8/90

TO EXAMINE AND PLAN FOR OCCUPATIONAL REQUISITES AND EMPLOYMENT
(Project EXPLORE)
1989-90

SUMMARY

- Project EXPLORE was fully implemented. During the 1989-90 school year, the project offered participating students English as a Second Language (E.S.L.), Spanish Native Language Arts (N.L.A.), and content area instruction. It also conducted activities for staff development, parental involvement, and cultural enrichment.

- The project met its objectives in E.S.L., N.L.A., career education, attendance, staff development, and parental involvement. Project EXPLORE met two guidance objectives, partially met one, and failed to meet another.

Project EXPLORE completed its first year of Elementary and Secondary Education Act (E.S.E.A.) Title VII funding. It served 427 students of limited English proficiency (LEP) and 58 English proficient (EP) students at Aviation and Long Island City High Schools in Queens. The project provided participating students with instruction in E.S.L., career education, and Spanish N.L.A.

ACKNOWLEDGMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Research, Evaluation, and Assessment.

Additional copies of this report are available from:

Dr. Tomi Deutsch Berney
Office of Research, Evaluation, and Assessment
New York City Public Schools
110 Livingston Street, Room 732
Brooklyn, NY 11201
(718) 935-3790

TABLE OF CONTENTS

		PAGE
I.	INTRODUCTION	1
	Participating Students	1
	Staff	2
II.	IMPLEMENTATION	2
III.	OUTCOMES	3
	Instructional	3
	Noninstructional	4
IV.	CONCLUSIONS	8

I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the first year of the Elementary and Secondary Education Act (E.S.E.A.) Title VII program, To Examine and Plan for Occupational Requisites and Employment (Project EXPLORE). Project EXPLORE served students of limited English proficiency (LEP) and a small number of English proficient (EP) students at Aviation and Long Island City High Schools in Queens. The program offered participating students instruction in English as a Second Language (E.S.L.), Spanish Native Language Arts (N.L.A.), bilingual or E.S.L. content area subjects, and career education, as well as counseling and cultural enrichment activities. The project also conducted activities for staff development and parental involvement.

PARTICIPATING STUDENTS

Project EXPLORE served Spanish-, Chinese-, Korean-, and Vietnamese-speaking students. The project served 485 students during the year, 427 LEP and 58 EP. Of the total number of students, 398 attended both semesters, 30 attended fall only, and 57 attended spring only. (Total fall attendance was 428; total spring attendance was 455.)

The majority (70 percent) of the participating students were recent immigrants and came from low-income families. The project director estimated that about 20 percent lacked literacy skills in their native language. Most students were also over-

age for their grade and at risk of failing to complete high school.

The project recruited those EP students into the program who wanted to learn or improve upon their native language (Spanish, Chinese, Korean, or Vietnamese) while sharing language and social experiences with their LEP peers. Because the numbers of speakers of languages other than Spanish was small and their level of achievement in their native language varied, the project did not offer N.L.A. in languages other than Spanish. It relied instead on the EP Asian students for peer tutoring.

STAFF

Staff members funded by Title VII included the project director, a bilingual guidance counselor (who left the project during the spring semester and was not replaced), two bilingual resource specialists, a secretary, a paraprofessional, and a bilingual community liaison/family worker. All staff were bilingual.

II. IMPLEMENTATION

Project EXPLORE selected students for participation if they scored at or below the 40th percentile on the English version of the Language Assessment Battery (LAB) or were EP and interested in learning a second language. The project assessed the students' native and English language proficiencies, then placed them in E.S.L., bilingual, or mainstream courses as appropriate.

The program offered four levels of E.S.L.--elementary, intermediate, advanced, and transitional; four levels of Spanish N.L.A.; career education; and content area courses in mathematics, social studies, and science, taught either bilingually (using Spanish) or with an E.S.L. methodology.

The project provided students with support services in the areas of academic and personal guidance, peer tutoring, and culture-enrichment activities. In addition, the project conducted staff development and parental involvement activities.

III. OUTCOMES

INSTRUCTIONAL

English as a Second Language

- By June 1990, as a result of participating in the program, E.S.L. students will make statistically significant gains in English language proficiency.

Matching data were available for 280 students. The mean gain was 7.7 Normal Curve Equivalents (N.C.E.s) (s.d.=11.3), and analysis indicated a significant gain ($p<.05$) between pre- and posttests on the LAB. Project EXPLORE met its E.S.L. objective.

Native Language Arts

- By June 1990, 70 percent of the participants will demonstrate competency in Native Language Arts by attaining scores of 65 or higher on the New York State Board of Regents Competency Examination or the local school-made uniform examination.

The project offered N.L.A. in Spanish only. Data were available for 149 students in the fall, 87 percent of whom earned a grade of least 65, and for 162 in the spring, 86 percent of

whom earned at least 65. The project met its N.L.A. objective.

Career Education

- By June 1990, 70 percent of the participants will have improved their knowledge of careers and vocations by either:

  a) passing a project-supplied test on a career/vocation topic unit relative to the student's interest, or

  b) achieving a satisfactory rating by the resource teacher or project counselor in a job related activity, such as interviewing skills, resume writing, typing speed increase, and writing a thank-you letter.

In the spring semester, data were available for 209 students, 90 percent of whom earned a grade of at least 65. Project EXPLORE met its career education objective.

NONINSTRUCTIONAL

Attendance

- By June 1990, participating students will demonstrate rates of attendance which will equal or surpass the schoolwide rates.

At Long Island City High School, attendance data were available for 291 students; the attendance rate for program students (92.5 percent) was significantly greater ($p<.05$) than the schoolwide attendance rate (80.1 percent).

At Aviation High School, attendance data were available for 156 program students, whose attendance rate (91.2 percent) was also significantly greater ($p<.05$) than the schoolwide attendance rate (85.6 percent).

Project EXPLORE met its attendance objective.

Guidance

- By June 1990, 80 percent of the participating students will have met with the bilingual guidance counselor/advisor at least once to discuss individual academic and personal problems as needed.

The Title VII guidance counselor left in mid-year and was not replaced. However, the tax levy guidance counselor absorbed his responsibilities and provided those services he had been providing. Since students met a minimum of twice a semester with the guidance counselor, the project met its first guidance objective.

- By June 1990, 80 percent of the participating students will have met at least three times with the resource teachers to discuss career-related topics.

Aviation High School created a resource period for students who needed the services of the resource teacher. They met on a daily basis. At Long Island City High School, the resource teacher visited the school and went to E.S.L. classes to work with the teacher. The project partially met its second guidance objective, meeting it at Aviation, but not at Long Island City High School.

- By June 1990, 80 percent of the 11th grade participating students will have met at least two times with the resource teacher or guidance counselor/advisor to discuss and arrange work-study visits, and/or internships.

Although the guidance counselor left for Taiwan in mid-year, the tax-levy cooperative advisor provided the services outlined in the objective. Project met its third objective for guidance.

- By June 1990, the project bilingual community family worker will have visited 25 percent of the homes of participating students with special needs in order to enhance communication between family and school.

The family worker did not visit participating students' homes. The project director reported that the family worker attempted to maintain good communication between the school and students' families through letters and phone calls to parents. Project EXPLORE did not meet its fourth guidance objective.

Career Awareness

- Within the school year, at least two representatives each from private business, the utilities, and public institutions will address the participating students in areas of career interests.

Project students attended two career conferences at which representatives from the fields of business, law, and public service discussed career opportunities and job skills. The project met its career awareness objective.

Staff Development

- By June 1990, project staff members will have attended at least four project sponsored/recommended workshops within the school year.

Project staff attended five workshops in and out of school. Project EXPLORE, therefore, met its first staff development objective.

- By June 1990, the project staff will have attended at least two monthly staff meetings within the school year to plan relevant issues for the improvement of the program.

The project held four staff meetings during the 1989-90 school year to discuss students' needs and project activities. The project met its second staff development objective.

- By June 1990, the project administrator will have attended two local, state, and/or national conferences within the school year to keep abreast of the newest developments in bilingual education.

The project director attended two regional conferences on bilingual education: the New York State Bilingual Education Conference and the 1989 Office of Bilingual Education and Minority Language Affairs (OBEMLA) Regional Management Training Institute. Project EXPLORE met its third staff development objective.

Parental Involvement

- Parent-teacher conferences will be held twice a year to discuss the progress of each child.

The parents of target students attended monthly parent-teacher meetings for information on the school's activities and the progress of their children. The project invited parents to the Alternative School Conference and Open School Day/Night. The project met its first parental involvement objective.

- By June 1990, at least two participating student and parent workshops will be organized for career exploration.

Two career guidance conferences were held by the project for participating students and their parents on the subject of career exploration. The project met its second parental involvement objective.

- A newsletter will be published to inform parents on the progress of the project.

The project issued a monthly newsletter in Chinese, Korean, and Spanish to inform parents about project activities and student progress. Project EXPLORE met its third parental involvement objective.

The parents of participating students attended the school fair and the Asian/Korean Night. They accompanied students and staff on project outings and field trips. In the spring of 1990, Project EXPLORE held weekly E.S.L. classes for parents.

IV. CONCLUSIONS

Project EXPLORE provided 427 LEP and 58 EP students with bilingual and E.S.L. content area courses in mathematics, social studies, and science; career education; and support services. The LEP students also received instruction in E.S.L., and Spanish-speaking students took courses in N.L.A. The project, which operated at Aviation High School and Long Island City High School in Queens, also offered staff development and parent outreach activities.

Project EXPLORE successfully met its instructional objectives. It did not implement N.L.A. in Korean, Chinese, or Vietnamese because of the low numbers of students at each level in each of the Asian languages. The project successfully met its N.L.A. objective in Spanish.

Project EXPLORE met its noninstructional objectives in attendance, career awareness, staff development, and parental involvement. It met two of its guidance objectives, partially met one, and failed to meet another.

Project EXPLORE's strengths included its effectiveness in achieving its instructional objectives and facilitating supportive peer group relationships.